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ABSTRACT

TEPY is a unified approach to the preparation of elementary school teachers which integrates the professional education areas of language arts and reading, mathematics, science, social studies, child development, evaluation, and teaching skills into an instructional format that is team-taught, clinically-oriented, and field-based. The program includes all the professional education courses needed for elementary certification in Ohio and can be completed in one year. Modules of instruction are interdisciplinary as well as discipline-oriented, and are designed for either large or small groups or individual learning experiences. Instructional sessions are held on campus three days a week with the other two days spent in full-day classroom participation. Work in the field in the College of Education Teacher Education Laboratory Centers, supervised by a full-time faculty coordinator, offers students variety in social settings, classroom organization, learning materials, and levels of ability and interest. Emphasis in the program is on performance criteria which can promote a more realistic assessment of the TEPY student's preparation in classroom effectiveness. (Author/LBH)

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TO: American Association of Colleges for Teacher Education
1976 Distinguished Achievement Award Entry

TITLE: TEPY - Teacher Education Professional Year

FROM: College of Education
Wright State University
Dayton, Ohio 45431

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Description and Development of the Program

TEPY was developed during the 1971-72 academic year in response to some recurring problems in the professional preparation of elementary teachers.

1. The professional education-experience component of elementary preparation was segmented, part-time, spread out over two or three years, and, at times lacking in continuity and sequence.
2. There was repetition of content in several required courses and, at the same time, some obvious gaps.
3. Professional education courses discussed such concepts as team-teaching, differentiated staffing, performance objectives, etc. but there was little evidence that students actually experienced these.
4. Field experiences prior to student teaching were usually unstructured, unsupervised and allowed no individualization.

Seven faculty members agreed to take three quarter hours of each of their teaching loads and devote themselves to a team effort in eliminating these problems. During the summer they gave of their own time to develop modules of instruction in each of their own disciplines plus those that could be cross-disciplinary to eliminate overlapping and redundancy of content. The activities in the modules were patterned as closely as possible to the roles an elementary teacher is expected to fulfill by the end of his or her preparation.

Each module contained the rationale for its selection, objectives to be accomplished, a preassessment when applicable, alternate instructional procedures and resources and a post-assessment or evaluation. There was opportunity for student proposed objectives as well as means of attaining them if this route better met their needs or interests. Mastery of objectives was determined by field performance in an elementary school classroom.

Sixty students volunteered for the program during the first year. During the fall and winter quarters they were on campus three days a week for instruction by the TEPY team. They were assigned to a classroom for full-time participation and

implementation of specified activities on the two remaining days. During the spring quarter, they were engaged in full-time student teaching which concluded with a two-week seminar back on campus. All classroom assignments were made in three Teacher Education Laboratory Centers where the students had the opportunity to work in supervised situations ranging from urban to suburban schools, from self-contained to open classrooms to multi-unit IGE schools, and from primary to middle schools.

Feedback from each succeeding group since 1971, from cooperating teachers working with the program and from the Center Advisory Boards has resulted in modifications of the program. One such modification was the inclusion of a carefully structured community and school orientation. As a result of this, TEPY students appear to be more perceptive in identifying and analyzing problems which affect the teaching-learning process. Another modification was the organization of TEPY staff and students into an advisor-advisee structure. This arrangement offers students greater support so that they appear to be more confident in trying new approaches and in critically examining their own methods and procedures in the classroom experience.

A most recent development in the program is the addition of a series of inter-disciplinary modules which specifically address the basic function and skills of teaching. These include such skills as planning and organizing for teaching, introducing new material, presenting and discussing, reviewing and summarizing, assessing student behavioral change and evaluating teacher effectiveness, etc.

The instructional team, cognizant of their own need for further expertise in teaming, were involved in a week's workshop prior to the fall quarter of 1975 in which they engaged in team-building activities.

Objectives

A. The TEPY Students Will Demonstrate:

1. Their use of a systematic procedure for the teaching skills which are universal in nature to the teaching-learning process.
2. Their understanding of the psycho-social development of children K-8.

3. Their use of decision-making abilities relative to organizational grouping, program alternative and instructional strategies which facilitate individualization.
4. Their knowledge, skills, and understandings of the subject areas of elementary schools.
5. Their skills in areas of communication/human relations, media production and utilization, behavioral disorders, areas of exceptionality, and assessment and evaluation of children's progress.
6. Their ability to operate in differentiated staffing patterns.
7. Their use of diagnostic and analytic abilities in assessing individual learning problems and matching instruction to learning needs.

B. For the TEPY Instructional Team:

1. To plan and implement a linkage between theory (on-campus instruction) and practice (clinical and field-based instruction).
2. To eliminate repetitive concepts, skills and information typically found in isolated professional education courses.
3. To provide an interdisciplinary approach to program design and instruction.
4. To establish an advisor-advisee relationship with TEPY students for purposes of identifying
   a. problems, issues and instructional needs,
   b. student interests and abilities,
   c. career and graduate opportunities, and
   d. effective teacher preparation
5. To produce and disseminate research data relative to effective teacher preparation.
6. To build team relationship through staff development experiences and periodic use of student and peer feedback.
7. To model team planning and teaching.

Personnel Involved

Seven faculty members each devote three quarter hours of their teaching load to the TEPY instructional team. One of the seven, in addition to instruction, serves as team coordinator. For the purpose of implementing the advisor-advisee relationship with students, the remaining six team members form three pairs and serve as co-advisors to units of approximately 10-15 students.

Each faculty member contributes to instruction according to his/her area of expertise; i.e. language arts and reading, mathematics education, science education, social studies education, child development, evaluation and teaching skills.

One full-time graduate assistant takes responsibility for such matters as record-keeping, scheduling and administering pre- and post-assessments, video taping, gathering resource material and a limited amount of small group instruction.

Other faculty in the College of Education serve as consultants when needed in such areas as visual arts, media production, communications/human relations, exceptional children, etc.

Budget

TEPY does not have a special budget. Each faculty member in the program has three quarter hours of his teaching load assigned to TEPY. All other expenses incurred by the program are charged to the regular budget of the College of Education.

Evaluation Methods and Results

In the fall of 1974, at which time the TEPY team believed the major modifications had taken place, a research project was started. Sixty students beginning their curriculum and materials courses in the traditional sequence were randomly selected as a comparison group for TEPY. These students were pre-tested using the Minnesota Teacher Attitude Inventory and a Semantic Differential dealing with reactions to such concepts as "student teaching", behavioral objectives, etc. The same instruments were administered as pre-tests to the TEPY groups of 1974-75 and 1975-76. These instruments were also used as post-tests when students in both the comparison group and the TEPY program complete student teaching.

Analysis of covariance (the pre-test as the covariate) will be employed to determine the differences between the groups on the various scale dimensions. In addition, the groups will be compared on the final student teaching evaluations. These analyses will employ analysis of variance and chi-square.

Although the planned pre- and post-test research design is not yet completed, some analysis has been attempted to evaluate what has been accomplished. A survey of the TEPY students each year of its operation tells us that students believed TEPY instructors were concerned with their professional growth and planned for greater relevance between educational theory and classroom reality. They felt that their continuous interaction with the faculty team added to their security. After working together for three quarters they became more supportive of each other and were able to give and receive peer evaluation in a non-threatening atmosphere. They valued their exposure to the variety of ideas, materials and teaching styles modeled by the instructional team.

Contribution to the Improvement of Teacher Education

1. Provides for a gradual induction into the roles and responsibilities of a teacher.
2. Demonstrates a model of cooperative school-university relationship allowing students exposure to varied pupil populations, teaching styles and organizational patterns.
3. Combines the theoretical and applied aspects of teacher preparation.
4. Demonstrates team planning and team teaching as a means of eliminating the persistent criticism of repetition in teacher education.
5. Developes teachers skilled in their ability to analyze their own teaching behavior.
6. Personalizes instruction by responsiveness to students' concerns identified through the advisor-advisee relationship.